DOCUMENT RESUME

ED 081 099 EA 005 364

AUTHOR	Cobern, Morris, Comp.; And Others
TITLE	Indicators of Educational Outcome, Fall 1972.
INSTITUTION	Georgetown Univ., Washington, D.C. Public Services Lab.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.
REPORT NO	DHEW-Pub-OE-73-11110
PUB DATE	73
CONTRACT	OEC-0-70-4454(521)
NOTE	76p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. OE 73-11110, $0.95 or $0.70 GPO Bookstore)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Educational Accountability; Educational Quality; *Elementary Schools; *Employment Statistics; Public Schools; *School Holding Power; *Secondary Schools; Statistical Data; Tables (Data)
IDENTIFIERS	*Outcomes (of Education)

ABSTRACT

As an aid to measuring the effectiveness of education in the nation's schools, this monograph focuses on educational outcome indicators rather than the usual input indicators. The report lists 58 different educational outcomes, organized in a sequence of different phases: primary, secondary, and tertiary or intergenerational effects. Some of the outcome indicators listed measure the school systems' effects during, and at the end of, the immediate enrollment process. These indicators include measures of literacy, school retention rates, and test results for college entrance board examinations. An indicator of need for additional training after conventional education is included in the selected list. Other measures of outcome center on education as a "preparation for life" and analyze the effects of the instruction process on earnings, unemployment, and occupational pursuits. Still other measures, in a longer time frame, look at the process in terms of its feedback payoffs to future generations of learners. (Author/JF)

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Output Indicators

1. Numbers of Children at Each Grade Level
2. School Retention Rates
3. Usage of Preschool Education
4. Feeding Services by Schools: Percent of Students Enrolled in Schools with National School Lunch Program
5. Feeding Services by Schools: Children Receiving Benefits under National School Lunch Program
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25. Education of Public Assistance Recipients
26. Geographic Mobility by Education Level
27. Educational Attainment of Civilian Labor Force
28. Lifetime Income by Education Level

(continued on inside back cover)

ED 081099

DHEW Publication No. (OE) 73-11110

Indicators of Educational Outcome

Fall 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EA 005 364

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Price 95 cents domestic postpaid or 70 cents GPO Bookstore

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1973

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402--Price $

ACKNOWLEDGMENTS

Work on this report was carried out by Morris Cobern and Claude Salem under the direction of Selma J. Mushkin, Director of the Public Services Laboratory of Georgetown University. Morris Cobern had responsibility for initial compilation and for verification of the data. Claude Salem revised and updated the material, incorporating suggestions from the several Federal agencies. We are also grateful to David Bain, Willis Keenan, Amy Weissbrodt, Joe Caulfield and Mary Jean Schmelzer for their assistance.

To the many persons in the Department of Health, Education, and Welfare, the Department of Labor and the Bureau of the Census go thanks for their work to improve the outcome indicators. A special debt is owed to Dan Tunstall of the Office of Management and Budget, Sue Sargen of the Office of the Secretary, DHEW, and Iris Garfield and William Dorfman of the National Center for Educational Statistics for their comments and suggestions.

The introductory statement to Section I is adapted from Chapter V of Educational Outcomes: An Exploratory Review of Concepts and Their Policy Application, by Selma J. Mushkin, April 1972 (in process).

This report does not necessarily represent the position or policy of the Office of Education and its publication does not constitute an official endorsement.

The research on which this paper draws was carried out under contract to the Public Services Laboratory from the National Center for Educational Statistics [OEC-0-70-4454(521)].

FOREWORD

Accountability for education has focused new attention on measures of educational outcomes. Consideration has shifted from program inputs to the results achieved from educational spending.

As part of an exploratory study of educational outcome concepts and their policy applications carried out for the National Center for Educational Statistics, the Public Services Laboratory of Georgetown University compiled a series of outcome measurements based on existing data. Each of the outcome measurements was reviewed in terms of the definition of the indicator, source of the material or statistics, dates to which the data refer, frequency of reporting, geographic divisions shown, and the relationship to similar data available. In each instance a sample of the data was displayed.

Widespread interest in the trial compilation suggested that the material be reproduced for distribution to provide a basis for subsequent discussion, review, and later revision.

Dorothy M. Gilford
Assistant Commission for Educational Statistics
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SECTION I: OVERVIEW OF THE STUDY

INTRODUCTION

In the past decade or so, a new factor has been added to the discussion of education in the Nation's schools. It is the question of how to measure the effectiveness of that education. A lengthy debate has developed about whether America's schools are teaching their students the things they need to know to deal with life as adults and whether the schools in fact are providing learning.

Until recently the success of the schooling process has been measured in terms of inputs. Such indexes as class size, expenditure per pupil, and teacher salaries were the operative criteria in judging the educational system. Recent court cases, in an effort to promote equality of opportunity throughout the State systems, have used input measurements or--more particularly--uniform pupil outlays as a standard. Input measures are useful as tools to measure the capacity and growth of a school system. Yet they provide us with a limited view of a complex problem.

This monograph attempts to outline another perspective. Rather than concentrating on educational inputs, it deals with educational outcomes. The following pages list 58 different educational outcomes, organized in a sequence of different phases: primary effects, secondary effects, and tertiary or intergenerational effects. This framework emphasizes the multitime dimension of education as a product and its durability.

Some of the outcome indicators listed here measure the school systems' effects during, and at the end of, the immediate enrollment process. These indicators include measures of literacy, school retention rates, and test results for college entrance board examinations. An indicator of need for additional training after conventional education is included in the selected list. Other measures of outcome look at education as a "preparation for life" and analyze the effects of the instruction process on earnings, unemployment, and occupational pursuits. Still others, in a longer time frame, look at the process in terms of its feedback payoffs to future generations of learners. Here, for example, data on the effect of parents' education on the education of children are shown; for example, college enrollments or achievement test scores by education level of parents.

Inputs, outcomes, and processes linking the two must be examined before one can have a complete picture of the educational systems. If inputs have held precedence until now, outcomes are beginning to come into their own. President Nixon stated in his Special Education Message to the Congress on March 3, 1970:

> The greatest need for the school system of the nation is to begin the responsible open measurement of how well the educational process is working. It matters little how much a school building costs; it matters a great deal how much a child in that building learns.

Whether a child learns and what he learns in that building today hold profound implications for the kind of society he will help shape tomorrow.

MAJOR POLICY USES OF OUTCOME MEASUREMENTS

Major policies are now clearly dependent on outcome concepts and their measurement. For when learning is described and measured, the product of education can also be described and then quantified. Even a cursory examination of such policy uses suggests these applications:

(1) as guides for need assessment, implying in turn (if process coefficients were known) the allocation of resources to meet those needs;

(2) as basic data on the actual achievements from budget and program decisions to determine whether the outcome sought was indeed achieved;

(3) as a guide in grant-in-aid design to fill relative resource gaps when programs are intergovernmental, and to fund allotments in accord with relative need for financial support;

(4) as a specification of product for governments to use in procuring services that support or supplement public educational production.

Statistical data on outcome have become a necessary tool in program analysis and evaluation in the States. Planners and evaluators at the State and local levels are increasingly mindful of the usefulness of educational outcome indicators as reference points in their elaboration of policy, determination of need, and measurement of program effectiveness.

The development of new instruments for measuring outcomes has involved the definition of operational objectives for education and--in the initial evaluation phases--reliance on achievement tests as indicators of educational progress for the younger child, and on indexes of jobs and income for those of working age.

The National Assessment of Educational Progress was addressed to providing information on what young persons know about certain subjects. It is designed to measure knowledge, understanding, skills, and attitudes of the United States population at four age levels. Ten subject matter areas were selected for study. By fall 1972, tests had been conducted in science, writing, citizenship, reading, literature, music, and social studies; scheduled to be completed by 1975 were tests in math, career and occupational development, and art. Each subject is being retested periodically to measure educational progress for groups in the population according to criteria-reference tests designed to measure achievement of identified objectives.

This report presenting indicators now available emphasizes that present approaches do not fully answer the many questions we have about educational outcomes.

OUTCOME MEASUREMENT AND LEARNING

Indicators of educational output not only have an impact on broad policy decisions but also can influence the learning of the child and the attitudes of parents. Outcome measurements may have at least the following types of impact on learning:

(1) On teachers' response to the child -- Research results suggest that the teacher's perception of the child may affect the quality of teaching and the child's response.

(2) On peers' interaction with the child -- The slow learner, whose self-esteem may be impaired if measurements of achievements are not properly safeguarded, may not learn as much as his capacity would lead us to expect as a result of his reaction to his peers' response to the measurement findings.

(3) On parents' interaction with the child -- The child's motivation can be affected by parental response. Outcome measurements should facilitate parental knowledge about the workings of the school system and perhaps support policies that give them wider choice in deciding about schools for their children. Such measurements give more meaning to parental participation by providing information about variation in school performance.

(4) On setting challenging goals for children's aspirations -- Children having special abilities, and all children to some extent, may be stimulated constructively by appropriately handled outcome measurement programs. Traditions of good school group performance can have great impetus, and individuals can be motivated to achieve their individual best performance by certain types of outcome measures.

The increasing tendency to hold the school system accountable for the learning and development of children puts the responsibility on the educational system, throughout its hierarchy, to initiate programs with visible results and to use educational resources fruitfully.

OUTCOMES: A DEVELOPMENTAL UNDERTAKING

Recent research and analysis suggest that the characteristics of a child's environment, his parents' aspirations, his teachers' expectations, and his concept of self and society may be more closely related to educational achievement than those variables that measure the nature of the school environment itself. Analysis of outcome data raises questions about school inputs and strongly encourages the move to improve the testing of outcomes by better indicators of competence.

Attitudes and Attribute Testing

One task of wider measurements used to ascertain the growth of a child lies in detecting those aspects of growth, not normally measured by achievement tests, that may--with increasing understanding of the processes behind them--be fostered by the school, as well as by the home.

Educational process affects more than the cognitive skills of students: it affects their abilities, their attributes, as well as their attitudes. The validity of using achievement scores as an indicator of educational output is not in question--although the current tests for measurement may be--but the range of educational outcome indicators cannot be limited to a measure of the most proximate educational objective.

Achievement scores were initially used as the sole measurements in program evaluation. Now attributes and attitudes are increasingly emphasized as part of educational outcomes. The President, in his April 1970 message to the Congress on education, emphasized such characteristics as "humanity," "wit," and "responsibility";

and more recently the Secretary of Health, Education, and Welfare, in emphasizing consumption ends of education, called attention to the importance of "self-confidence," "curiosity," and "love of learning." Among the numerous measurements, some attributes receive the major attention, particularly "perception of self" or self-esteem and some attitudes such as "perception of society" in relation to self (or external-internal control). Many terms are used in describing these attitudes and attributes, but what is being identified on the one hand is the dignity of "the being" of the child as he grows into adulthood, and on the other hand, the attitudes toward society that motivate a student.

Improved Achievement Testing

Considerable emphasis is being put on resource allocation to improve the educational achievement of minorities and particularly of children from low-income families. The result of those resource allocations is of major importance. The norms for achievement tests, so widely used at the moment, are based not only on small samples but on samples drawn from white, often middle-class, communities.

The children to whom they are now administered are both poor and well off, white and black and other minorities, with the minority proportion rising. There is much debate now as to whether language and cultural differences put minority children at a disadvantage on a test that has a norm for white children. These differences should be assessed and tests and test norms reexamined.

Despite the widespread use of these tests, there are other important areas of research in which cognitive measurements are deficient. Among the tasks to be done are these:

- development of new norms that are more current and representative than those in use now;
- development of anchor testing instruments that permit different tests to be given by communities and States and yet can yield comparable data for intercommunity and interstate comparison;
- encouragement of the use of national assessment machinery and data collection by some States, at least as a guide to the potential usefulness of such testing data, for State educational policy purposes;
- the fostering of extended research on testing instruments to improve the tests and their application.

Selection of Proxies

Students frequently complain that what they have learned to do best in recent years is to take tests (or to class themselves as poor test takers). As the dimensions of outcome are widened, the number of testing instruments is

increased, and even more complaints about learning to take tests may be heard and become of even greater concern to those sensitive to the product of the classroom.

It is not feasible to test children for all that they know or learn, or for all their personality characteristics and understanding. Selection of measurements that can serve as proxies becomes essential. In the selection it would help to understand the proxy measurements and their relation to the range of other attributes. Do children who score high on verbal skills score uniformly high on all skills--reading, comprehension, writing, and so forth? If children's scores are uniform for each verbal skill, reading then could stand proxy for other verbal skills. Similarly, do children who have much self-esteem also have control over their relation to society or the environment? In other words, would a test for self-esteem also be a proxy for measuring the ability to cope with the problems of adversity? Further, what are proxy items that may be used to inquire about self-esteem itself through testing instruments?

Multidimensional Measurement

Education as a sequential and continuing process points to parallel sequences in outcome measurement. The multiproducts have somewhat different time dimensions. Single-period performance accounting does not adequately reflect child behavior. If many among those children tested happen to be on a temporary plateau in learning, the results of measured achievement may not fully reflect the preparatory absorption of knowledge that is ongoing. Piaget's work has raised important questions about sequence and learning.

Indicators of intergenerational transferral of knowledge, for example, may be of more use if they refer to the full content of the educational experience and its multidimensional nature. In view of the extended, long-term effects of education on successive student populations, that process is in a position to affect other sectors of societal activity. In evaluating the role of the educational system meeting the existing and future needs of society, the use of socioeconomic indicators would appear an appropriate approach to the problem of measurement. However, multidimensional measurement still requires selection among possible outcome measures.

A FRAMEWORK FOR MULTIPLE MEASUREMENT

The indicators included in this publication represent an attempt at classifying available data in a framework that will both facilitate their use as flexible tools in assessing educational outcome and stimulate the design of new measures.

The central assumption of this framework is that the educational product has both consumption and investment characteristics: as a product it may be

defined in terms of the quantity consumed and the quality; its investment characteristics can be seen as inputs into economic growth and further advances in the quality of life. The following classification system assumes these two characteristics of the educational product and seeks to differentiate outcomes by their impact in different time phases. Table A shows the classification system and outcome measures. Table B repeats the classification with the numbers of the outcome indicators in this monograph. As indicated in time 1 in both tables, the framework focuses on short-term outcomes (Primary Effects) of the educational system.

Product Consumption

Quantity indicators 1 to 10 in table B refer to the quantitative dimensions of the educational product and to the consumption of this product by relevant age groups in the population, including supporting services. These indicators seek to assess the extent to which school-age populations are included within the educational process at the preschool, elementary, and secondary levels. The quantity of graduates from the secondary school system also provides an indication of the availability of educational "products" for subsequent study, either in further education or in other occupational pursuits.

Much current controversy centers on the relative value of inputs from the home and from school in determining success in learning. Clearly, children do not enter the school system as raw materials ready for transformation by the educational process. It would be misleading, however, to suggest that the schools do not have the capability to affect their consumers--primarily school-age children --through the quality of the education. Quality indicators seem to measure, first, changes in the educational competence of student populations--attributes, attitudes, achievements, and aptitudes. Even if current research attempts to disassociate the effects of environmental factors from those that are school-related, educational indicators may at least provide summary measures of the quality of the product in the course of, and at the end of, the school enrollment process. Indicators of the proportions of high school graduates going to college are success measures. "Mental causes underlying draftee rejection," and illiteracy are failure measures.

Investment Aspects

Investment indicators illuminate the effects of education on income and employment. To the extent that education is a preparation for a working life, the effects of education on levels of earnings, unemployment, or occupational pursuits of the labor force are considered: What are the effects of education on earnings? Is there less unemployment for those completing high school? Indicators of employment requiring post high school education are included, along with statistics showing employment ratios for high school graduates, and length of unemployment by educational attainment.

Investments in the educational product can be viewed as inputs into the quality of life and consumption of successive student populations as well as inputs into general economic development. How is the educational process changing the life conditions of its successive population groups?

Table A. -- Summary Classification of Outputs*
With Selected Examples

Time Phase 1 (Primary Effects)

Product Consumption		Investment	
Quantity	Quality	Income	Employment
Number of students, High school completions, etc.	Attitudes, Attributes, Aptitudes, Achievements (e.g., self-esteem, creativity, IQ, SAT scores)	Value added, Earnings, Added earnings, etc.	School dropouts, Unemployment rate, etc.

Time Phase 2 (Secondary Effects)

Investment Feedback	Consumption Feedback
Economic growth (e.g. Years of schooling, lifetime earnings differentials)	Consumer information, Consumer efficiency, Medical care use, Use of leisure time, Moral and citizenship values, etc.

Time Phase 3 (Tertiary Effects)

Intergenerational Impacts
Educational motivation of children

* In addition to benefits to students, there are benefits to parents such as the babysitting or child care activities of the school.

Table B. -- Summary Classification of Educational Outputs

(Numbers shown relate to the outcome indicators presented in Section II)

Time Phase 1 (Primary Effects)		
Product Consumption		Investment Aspects
Quantity of Product	Quality of Product	Income and Employment
Indicators 1 - 10	Indicators 11 - 17	Indicators 18 - 26

Time Phase 2 (Secondary Effects)	
Feedback Effects of Educational Services	
Investment Effects	Consumption Effects
Indicators 27 - 30	Indicators 31 - 49

Time 3 (Tertiary Effects)
Intergenerational Impacts of Educational Products
Indicators 50 - 58

Investment and Consumption Feedbacks

In a second time phase, secondary effects of investment and consumption may be displayed by indicators that reflect feedback consequences of education. In special nonrecurring studies such as Edward F. Denison's The Sources of Economic Growth in the United States and the Alternatives Before Us (New York: Committee for Economic Development, 1962) education's impact in terms of years of schooling and the quantified effect of added years of schooling on economic growth are measured. While estimates of this type are not available on a recurring basis, the basic data, years of schooling and earnings, are available. Under indicators 27-30, median years of school completed and educational attainment of the civilian labor force are shown as output indicators, with lifetime income and family income by educational level.

The characteristics of educational outputs may be described also through the specific consumer behavior of individuals in areas not directly related to the educational process. And these behavior patterns may be shown in their negative as well as positive aspects. In this second time period, output indicators 31-49 measure the secondary effects of education on consumer outlays for such items as reading materials and methods of using health and related personal services. Social pathologies of crime and mental illness are related to education. While it is assumed that other factors also contribute to these outcomes, education, by its effects on socioeconomic variables, remains an important contributing factor.

Intergenerational Effects

The direct and indirect effects of educational product consumption should not obscure the interaction between all of these elements. While economic and social factors are subject to the quantitative and qualitative characteristics of the educational product, they in turn affect the quantity and quality of future educational products. In a third time period, the primary and secondary effects of the educational product may so affect behavior and living conditions that these, in turn, produce intergenerational effects. Output indicators 50 to 57 refer to these intergenerational outcomes.

Changes in the patterns of consumption affect the distribution of earnings and employment in society. Changes in these patterns may in turn affect the scope of demands placed on educational products as well as the attributes of new students.

Throughout its operation, the educational process is affected by feedback from the quantity and quality of its own product. These feedback effects alter the nature of the demand, the capacity of the educational system to produce, the quantity produced, the quality of the primary product, and the inputs necessary for the educational system to meet the expectations of its consumers.

Output indicator 58 refers to consumer attitudes toward the educational system: the evaluation by consumers of the goodness of fit between the value of current educational products and society's expectations.

CONCLUSION

This list of indicators is not exhaustive. We hope the framework in which the indicators are presented provides a useful scheme for classification and stimulates the design of further measures. The framework and the list of indicators it suggests are not final answers. But an understanding of educational outcomes at an indicator level is a step toward the development of useful measures for analysis and evaluation. This monograph will have served one of its purposes if it contributes to a view of the multiplicity of outcome measures in an educational process that is ongoing and far reaching in its impact on individuals.

SECTION II: SELECTED OUTPUT INDICATORS

Output Indicator 1.

NUMBERS OF CHILDREN AT EACH GRADE LEVEL

Sample of data: 1970

States	Number of students by grade (In thousands)								
	Pre-primary	1st	2nd	3rd	4th	5th	10th	11th	12th
United States	2,557	3,810	3,651	3,665	3,677	3,636	3,455	3,129	2,774
Massachusetts	66	99	93	90	91	91	88	78	69
Missouri	74	90	82	82	83	84	75	68	62
Georgia	14	104	98	96	96	94	81	68	59
Colorado	38	41	41	42	42	43	41	38	35

Definition of Indicator:

The number of students in each grade in public school, as reported by State education departments.

Source:

U.S. Department of Health, Education, and Welfare, Office of Education. Statistics of Public Schools, Fall 1970. Washington, D.C.: U.S. Government Printing Office, 1971.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National, States, and large cities.

Other Similar Data:

U.S. Department of Commerce, Bureau of the Census. "School Enrollment, October 1970." Current Population Reports, Series P-20, No. 222. Washington, D.C.: U.S. Government Printing Office, 1971..

Output Indicator 2.

SCHOOL RETENTION RATES

Sample of data: 1924-32 to 1962-70

Year of 5th grade entry	Number of pupils remaining in school by grade per 1,000 of earlier 5th graders									
	5th	6th	7th	8th	9th	10th	11th	12th	H.S. grad.	Entered college
1924-25	1,000	911	798	741	612	470	384	344	302	118
1934-35	1,000	953	892	842	803	711	610	512	467	129
1944-45	1,000	952	929	858	848	748	650	549	522	234
1954-55	1,000	980	979	948	915	855	759	684	642	343
Fall 1960	1,000	980	973	967	952	913	858	787	749	452
Fall 1962	1,000	990	983	976	963	931	863	793	752*	465*

*Preliminary estimate

Definition of Indicator:

Estimates of the number of children entering the 5th grade who continue in school to become high school graduates and to enter college.

Source:

U.S. Department of Health, Education, and Welfare, Office of Education. Digest of Educational Statistics, 1971. Washington, D.C.: U.S. Government Printing Office, 1972.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National.

Other Similar Data:

U.S. Department of Commerce, Bureau of the Census. "School Enrollment, October 1970." Current Population Reports, Series P-20, No. 222. Washington, D.C.: U.S. Government Printing Office, 1971.

Output Indicator 3.

USAGE OF PRESCHOOL EDUCATION

Sample of data: October 1971

Age	Total U.S. population (in thousands)	Percent enrolled		
		Total	Prekindergarden	Kindergarden
3	3,466	12.4	11.0	1.4
4	3,520	29.8	17.4	12.4
5	3,624	73.7	1.9	71.8

Definition of Indicator:

Enrollments of children aged 3 - 5 in prekindergarden and kindergarden.

Source:

U.S. Department of Health, Education, and Welfare, Office of Education. Preprimary Enrollment, October 1971. Washington, D.C.: U.S. Government Printing Office, 1972.

Frequency of Report:

Annual; data reported in each year refer to data collected previous October.

Geographic Divisions Shown:

National, regional, metropolitan, non-metropolitan.

Other Similar Data:

U.S. Department of Commerce, Bureau of the Census. "School Enrollment, October, 1970." Current Population Reports, Series P-20, No. 222. Washington, D.C.: U.S. Government Printing Office, 1971.

Output Indicator 4.

FEEDING SERVICES BY SCHOOLS: PERCENT OF STUDENTS ENROLLED IN SCHOOLS WITH NATIONAL SCHOOL LUNCH PROGRAM

Sample of data: Fiscal year 1970

Census divisions and States	Total student enrollment (In thousands)	Students in NSLP schools (Percent of total)	
		Enrollment of participating schools	Number of students participating
Total U.S.	52,101	78.5	44.4
Northeast	13,631	74.7	36.3
Illinois	2,823	78.0	34.7
Louisiana	983	94.9	82.8
Connecticut	760	68.3	29.0
Wisconsin	1,224	79.2	40.4

Definition of Indicators:

Students enrolled in schools with access to the National School Lunch Program, and students participating in the NSLP program as a percent of the total U.S. student enrollment.

Source:

U.S. Department of Agriculture, Food and Nutrition Service. "National School Lunch Program: Number of Children and Schools Participating, Fiscal Year 1970." Washington, D.C.: U.S. Department of Agriculture, 1971.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National, regional, and States.

Other Similar Data:

U.S. Department of Agriculture. Agricultural Statistics, 1971. Washington, D.C.: U.S. Government Printing Office, 1971.

Output Indicator 5.

FEEDING SERVICES BY SCHOOLS: CHILDREN RECEIVING BENEFITS UNDER NATIONAL SCHOOL LUNCH PROGRAM

Sample of data: Fiscal years 1960 - 1970

Fiscal year	Children receiving benefits (In thousands)		
	Total	In NSLP schools	In non-NSLP schools
1960	15,635	14,163	1,472
1965	20,390	18,152	2,238
1966	21,394	19,059	2,335
1967	21,882	19,553	2,329
1968	21,948	19,644	2,304
1969	24,055	21,511	2,544
1970	25,479	23,127	2,352

Definition of Indicator:

Number of children receiving benefits under the National School Lunch Program.

Source:

U.S. Department of Agriculture, Food and Nutrition Service. "Commodity Distribution Program: Number of Persons Participating by Major Category, FY 1936 - 1970." Washington, D.C.: U.S. Department of Agriculture, 1971.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National.

Other Similar Data:

U.S. Department of Agriculture, Food and Nutrition Service. "National School Lunch Program: Number of Children and Schools Participating, Fiscal Year 1970." Washington, D.C.: U.S. Department of Agriculture, 1971.

Output Indicator 6.

FEEDING SERVICES BY SCHOOLS: NEEDY CHILDREN ELIGIBLE AND SERVED BY NATIONAL SCHOOL LUNCH PROGRAM

Sample of data: October 1971

Census divisions and States	Needy children eligible and served by NSLP		
	Eligible (In thousands)	Served (In thousands)	Percent of eligible served
Total U.S.	8,884	7,691	86.6
Northeast	1,749	1,377	78.7
Southeast	3,067	2,836	92.5
Connecticut	48	40	84.4
Louisiana	355	343	96.5
Michigan	268	149	55.6

Definition of Indicator:

Estimates of needy children, eligible for and receiving free or reduced price lunches under the National School Lunch Program.

Source:

U.S. Department of Agriculture, Food and Nutrition Service. "Estimates of Needy Children in National School Lunch Program Schools Eligible for and Reached with Free or Reduced Price Lunches -- October 1971." Washington, D.C.: U.S. Department of Agriculture, 1972.

Frequency of Report:

Semiannually.

Geographic Divisions Shown:

National, regional, and States.

Other Similar Data:

U.S. Department of Agriculture, Food and Nutrition Service. "National School Lunch Program: Number of Children and Schools Participating, Fiscal Year 1970." Washington, D.C.: U.S. Department of Agriculture, 1971.

Output Indicator 7.

ENROLLMENT STATUS IN SECONDARY AND POSTSECONDARY SCHOOLS OF PERSONS 14-24 YEARS OF AGE

Sample of data: October 1970

Age	Enrollment status (Percent of total)			
	Enrolled in school		Not enrolled in school	
	Below college	College	H.S. graduate	Not H.S. graduate
14 - 15 years	98.1	N.A.	0.1	1.8
16 - 17 years	86.6	3.4	2.0	8.0
18 - 19 years	10.5	37.3	36.1	16.2
20 - 21 years	1.5	30.4	51.6	16.6
22 - 24 years	0.6	14.3	66.4	18.7

N.A.: Not applicable

Definition of Indicator:

Self definition of enrollment status and high school graduation at the time of the survey.

Source:

U.S. Bureau of the Census. "School Enrollment, October 1970." Current Population Reports, Series P-20, No. 222. Washington, D.C.: U.S. Printing Office, 1971.

Frequency of Report:

Annual; data reported in each year refer to data collected in the previous October.

Geographic Divisions Shown:

National, metropolitan, non-metropolitan.

Other Similar Data:

U.S. Department of Health, Education, and Welfare, Office of Education. "Statistics of Public Schools, Fall 1971." Washington, D.C.: U.S. Government Printing Office, 1972.

Output Indicator 8.

PUBLIC HIGH SCHOOL GRADUATES BY REGION

Sample of data: 1970-1971 school year

Census division and State	High school completions reported			
	Total U.S.	Regular day schools	H.S. equivalency certificate	Other programs
United States	2,828,000	2,637,000	155,411	36,049
North Atlantic	697,611	630,430	61,902	5,279
Ohio	147,214	145,076	205	1,933
Louisiana	51,263	44,446	6,085	732
Utah	20,383	19,097	67	1,219

Definition of Indicator:

Graduations reported by public high schools.

Source:

U.S. Department of Health, Education, and Welfare, Office of Education. "Statistics of Public Elementary and Secondary Day Schools, Fall 1971." Washington, D.C., U.S. Government Printing Office, 1972.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National, regional, States, and large cities.

Other Similar Data:

U.S. Department of Commerce, Bureau of the Census. "School Enrollment." 1970 Census of the Population, Vol. II. Washington, D.C., U.S. Government Printing Office, 1972.

Output Indicator 9.

PERCENT OF COLLEGE STUDENTS
ATTENDING FULL TIME

Sample of data: October 1971

Year of college	Type of college attended (Percent of students full time)		
	Total (All colleges)	2-year colleges	4-year colleges
All 4 years of college	81.0	65.5	87.7
First year	75.3	62.7	86.5
Second year	81.8	71.6	89.1

Definition of Indicator:

Percentages of all students enrolled as undergraduates on a full-time basis in colleges, by type of college and by year of enrollment.

Source:

U.S. Department of Commerce, Bureau of the Census. "Undergraduate Enrollment in Two-Year and Four-Year Colleges: October 1971," Current Population Reports, Series P-20, No. 236. Washington, D.C.: U.S. Government Printing Office, 1972.

Frequency of Report:

Annual

Geographic Divisions Shown:

National

Other Similar Data:

American Council on Education, Office of Research. "The American Freshman: National Norms for Fall 1972," ACE Research Reports, Vol. 7, No. 5. Washington, D.C.: American Council on Education, 1972.

Output Indicator 10.

PERCENT OF COLLEGE FRESHMEN WHO GRADUATED
FROM HIGH SCHOOL THAT YEAR

Sample of data: 1972

	Percent of freshman class who are recent high school graduates			
	All colleges	2 year colleges	4 year colleges	Universities
Total	91.6	85.9	94.5	96.5
Men	90.0	83.4	93.4	95.8
Women	93.5	89.0	95.6	97.3

Definition of Indicator:

Percent of college freshmen graduated from high school in the same calendar year as their initial enrollment in college. Data based on freshmen sample from 373 institutions.

Source:

American Council on Education, Office of Research. "The American Freshman: National Norms for Fall 1972." ACE Research Reports, Vol. 7, No. 5, Washington, D.C.: American Council on Education, 1972.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National.

Other Similar Data:

U.S. Department of Commerce, Bureau of the Census. "Undergraduate Enrollment in Two-Year and Four-Year Colleges: October 1971." Current Population Reports, Series P-20, No. 236. Washington, D.C.: U.S. Government Printing Office, 1972.

Output Indicator 11.

PERCENT OF PERSONS 14-34 YEARS OF AGE
ENROLLED IN HIGHER EDUCATION

Sample of data: October 1971

Age	College students (Percent in age group)		
	Total	Black	Other races
14-19 years	12.9	7.8	13.7
20-21 years	30.2	24.7	31.0
22-24 years	10.2	8.6	10.4
25-34 years	3.6	3.8	3.6
Total	10.7	8.2	10.9

Definition of Indicator:

Persons between the ages of 14 and 34 reporting enrollment, in the first 4 years of college, in institutions of higher education.

Source:

U.S. Department of Commerce, Bureau of the Census. "Undergraduate Enrollment in Two Year and Four Year Colleges: October 1971." Current Population Reports, Series P-20, No. 236. Washington, D.C.: U.S. Government Printing Office, 1972.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National, regional, metropolitan, non-metropolitan, SMSA's (Standard Metropolitan Statistical Areas).

Other Similar Data:

U.S. Department of Commerce, Bureau of the Census. "School Enrollment, October 1970." Current Population Reports, Series P-20, No. 222. Washington, D.C.: U.S. Government Printing Office, 1971.

Output Indicator 12.

SCHOOL ENROLLMENT BELOW, AT, AND ABOVE MODAL GRADE, FOR AGE AND RACE

Sample of data: October 1970

		Percent of boys enrolled*								
		Below modal grade			At modal grade			Above modal grade		
Age	Modal grade	Total	White	Black	Total	White	Black	Total	White	Black
6	1st	5.5	6.1	2.7	86.5	86.0	88.9	7.9	7.9	8.8
7	2nd	14.9	14.1	20.0	77.1	78.6	68.1	8.0	7.3	11.7
8	3rd	17.3	16.3	23.9	73.6	75.2	65.3	9.1	8.5	10.4
9	4th	22.8	20.7	32.7	70.1	72.7	56.5	7.1	6.5	10.5
10	5th	25.2	23.8	33.1	67.2	68.7	58.9	7.7	7.5	8.4
11	6th	27.5	26.4	38.1	64.0	65.3	53.7	8.4	8.3	8.6
12	7th	26.7	25.4	33.1	65.1	66.3	58.7	8.3	8.2	8.7
13	8th	28.5	25.7	46.7	63.8	66.7	45.0	7.7	7.6	8.7

*Percents may not add because of rounding

Definition of Indicator:

Number and percent of male students enrolled by grade level (1st to 8th) and age (6-13 years old). Modal grade is grade in which the majority of children in each age category is enrolled.

Source:

U.S. Department of Commerce, Bureau of the Census. "School Enrollment: October 1970." Current Population Reports, Series P-20. No. 222. Washington, D.C.: U.S. Government Printing Office, 1971.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National.

Other Similar Data:

U.S. Department of Commerce, Bureau of the Census. "School Enrollment." 1970 Census of the Population, Vol. II. Washington, D.C.: U.S. Government Printing Office, 1972.

Output Indicator 13.

ACHIEVEMENT TEST SCORES OF STUDENTS BY RACIAL OR ETHNIC GROUP

Sample of data: Fall 1965

Test	Racial or ethnic group (Median test scores)					
	Puerto Rican	Indian Amer.	Mexican Amer.	Oriental Amer.	Black	Majority
1st grade students						
Nonverbal	45.8	53.0	50.1	56.6	43.4	54.1
Verbal	44.9	47.8	46.5	51.6	45.4	53.2
12th grade students						
Nonverbal	43.3	47.1	45.0	51.6	40.9	52.0
Verbal	43.1	43.7	43.8	49.6	40.9	52.1
Reading	42.6	44.3	44.2	48.8	42.2	51.9
Mathematics	43.7	45.9	45.5	51.3	41.8	51.8
General information	41.7	44.7	43.3	49.0	40.6	52.2
Average of 5 tests	43.1	45.1	44.4	50.1	41.1	52.0

Definition of Indicator:

Median scores on achievement tests administered to a nationwide sample of 564,000 pupils in grades 1, 3, 6, 9, 12.

Source:

U.S. Department of Health, Education, and Welfare, Office of Education. Equality of Educational Opportunity. Washington, D.C.: U.S. Government Printing Office, 1966.

Frequency of Report:

One time only.

Geographic Divisions Shown:

National.

Other Similar Data:

Various reports from the Educational Testing Service, Princeton, N.J., and articles in such journals as Educational and Psychological Measurement and College Board Review.

Output Indicator 14.

NEEDS FOR ADDITIONAL TRAINING AFTER CONVENTIONAL EDUCATION

Sample of data: 1970-71

Selected States	Total enrolled in MDTA programs	Years of school completed by enrollees in training programs (Percent of total)		
		8 or less	9 - 11	12 or more
United States	155,600	12.4	36.2	51.4
Alabama	2,100	11.7	37.0	51.4
California	13,100	10.6	40.6	48.9
Connecticut	2,500	23.8	36.5	39.6
Illinois	5,700	8.6	41.7	49.7
Maryland	1,800	10.6	33.8	55.6
New Jersey	10,000	15.9	44.3	39.8
South Carolina	2,600	18.4	31.7	49.9
Texas	11,100	15.8	32.3	51.8
Washington	2,800	10.6	32.4	57.1

Definition of Indicator:

Years of school completed by persons enrolled in training programs sponsored under the Manpower Development and Training Act (MDTA).

Source:

U.S. Department of Labor. Manpower Report of the President. Washington, D.C.: U.S. Government Printing Office, 1972.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National and state.

Other Similar Data:

Educational characteristics of enrollees in manpower programs funded by other Federal legislation, such as the Economic Opportunity Act (shown in the same report).

Output Indicator 15.

ILLITERACY REPORTED BY PERSONS 14 AND OLDER

Sample of data: November 1969

Age	Population (In thousands)		Percent illiterate		
	Total	Illiterate	Total	White	Black
Total - 14 years & over	143,137	1,433	1.0	0.7	3.6
14 - 15 years	7,898	22	0.3	0.3	*
16 - 24 years	28,955	75	0.3	0.2	0.6
25 - 44 years	46,501	237	0.5	0.4	1.3
45 - 64 years	40,985	449	1.1	0.7	5.5
65 years and over	18,798	650	3.5	2.3	16.7

*zero or rounds to zero

Definition of Indicator:

Persons in the civilian non-institutional population reporting inability to read or write in any language, by age category.

Source:

U.S. Department of Commerce, Bureau of the Census. "Illiteracy in the United States, November 1969." Current Population Reports, Series P-20, No. 217. Washington, D.C.: U.S. Government Printing Office, 1971.

Frequency of Report:

Previous report for 1959.

Geographic Divisions Shown:

National.

Other Similar Data:

U.S. Department of Commerce, Bureau of the Census. "Estimates of Illiteracy by States." Current Population Reports, Series P-23, No. 8. Washington, D.C.: U.S. Government Printing Office, 1960.

Output Indicator 16.

SELECTIVE SERVICE DRAFTEES REJECTED FOR MENTAL CAUSES

Sample of data: 1970

Selected states	Draftees who failed mental requirements for induction into the armed services (Percent of total)		
	Total	Failed	Trainability limited
United States	5.7	4.8	0.9
Alabama	11.0	8.8	2.2
California	4.2	3.5	0.7
Massachusetts	3.7	3.3	0.4
Mississippi	19.2	17.1	2.1
New York	6.6	5.6	1.0
South Carolina	22.3	17.9	4.4
Wisconsin	1.8	1.4	0.4
United States - White	3.8	3.3	0.5
Nonwhite	25.1	21.2	3.9

Definition of Indicator:

Draftees who failed the minimum mental requirements for entry into the armed services.

Source:

U.S. Department of the Army, Office of the Surgeon General. Summary of Registrant Examinations for Induction, Washington, D.C., U.S. Department of the Army, 1971.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National, States.

Other Similar Data:

None.

Output Indicator 17.

TEST RESULTS FOR COLLEGE ENTRANCE BOARD EXAMINATIONS

Sample of data: Fall 1963

	Scores of students entering Georgia State Colleges			
	White		Black	
	Male	Female	Male	Female
Number of students	4,458	2,677	371	528
SAT verbal				
Mean score	449	442	268	268
Standard deviation	102	93	52	51
SAT mathematical				
Mean score	503	438	310	297
Standard deviation	106	87	52	44

Definition of Indicator:

Mean scores and standard deviations on Scholastic Aptitude Tests of black and white students who entered the State university system of Georgia in the fall of 1963.

Source:

Hills, J.R., Klock, J.A., and Bush, Marilyn L. Freshman Norms for the University System of Georgia 1963-64. Atlanta, Georgia: Regents of the University System of Georgia, Office of Testing and Guidance, 1965.

Frequency of Report:

One time only.

Geographic Divisions Shown:

State of Georgia.

Other Similar Data:

Various reports from the Educational Testing Service, Princeton, N.J., and articles in such journals as Educational and Psychological Measurement and College Board Review.

Output Indicator 18.

EMPLOYMENT IN OCCUPATIONS REQUIRING POSTSECONDARY EDUCATION

Sample of data: 1971

Occupational group	Number (In thousands)	Percent of civilian employment by sex	Median school years completed
All employed men	46,734	100.0	12.4
Professional, technical, kindred	6,690	14.3	16.4
Salaried managers	5,428	11.6	13.2
Nonretail sales-workers	1,789	3.8	13.5
All employed women	28,525	100.0	12.5
Professional, technical, kindred	4,476	15.7	16.2

Definition of Indicator:

Occupations in which the median of years of school completed by employed persons is 13 years or more. Employment refers to the civilian labor force 18 years old and over.

Source:

U.S. Department of Labor, Bureau of Labor Statistics. "Educational Attainment of Workers, March 1971." Special Labor Force Report, No. 140. Washington, D.C.: U.S. Government Printing Office, 1972.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 19.

EDUCATIONAL ATTAINMENT OF EMPLOYED PERSONS BY OCCUPATION

Sample of data: 1971

Occupational group	Highest level of educational attainment (Percent of employed persons in each occupational group)					
	4 years of high school			4 years of college		
	Total	Men	Women	Total	Men	Women
Professional and technical	17.9	16.7	19.7	60.2	62.0	57.6
Managers and administrators, nonfarm	37.0	35.2	46.5	13.5	25.2	14.4
Clerical workers	60.7	46.3	65.3	5.0	8.8	3.8
Sales workers	43.1	37.4	51.1	13.3	19.2	4.7
Craftsmen and foremen	45.1	45.2	44.0	1.9	1.8	4.7
Operatives	38.8	40.3	35.4	0.9	0.8	1.0
Private household workers	25.1	35.8	25.1	0.6	2.8	0.6
Service workers	39.7		42.5	2.0		1.4
Farm workers	29.5	28.8	34.5	2.3	2.5	0.9
Laborers, except farm and mine	32.0	31.7	35.4	1.6	1.6	0.4
Total	39.5	35.8	45.5	14.1	15.4	11.9

Definition of Indicator:

Percent of employed persons 18 years or older in the civilian labor force who reported completing at least 4 years of high school or 4 years of college.

Source:

U.S. Department of Labor, Bureau of Labor Statistics. "Educational Attainment of Workers, March 1971." Special Labor Force Report, No. 140. Washington, D.C.: U.S. Government Printing Office, 1971.

Frequency of Report:

Annual since 1964; report of each year refers to March of same or previous year.

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 20.

LENGTH OF UNEMPLOYMENT BY EDUCATION LEVEL:
WEEKS OF UNEMPLOYMENT
Sample of data: 1971

Years of school completed	Number and percent of unemployed by weeks of unemployment				
	Total	1 - 4 weeks	5 - 14 weeks	15 - 26 weeks	27 weeks or more
None and elementary 1 - 7 years	9.7	10.0	9.2	10.2	9.6
8 years	9.5	7.6	10.3	11.1	10.7
High school 1 - 3 years	24.9	24.1	25.1	26.6	24.2
4 years	37.0	38.8	35.2	37.5	36.3
College 1 year or more	18.9	19.5	20.3	14.5	19.3
Total	100.0	100.0	100.0	100.0	100.0
Total unemployed (In thousands)	4,658	1,621	1,745	802	490

Definition of Indicator:

Number of weeks of unemployment, by level of educational attainment, for the total civilian labor force 18 years and over.

Source:

U.S. Department of Labor, Bureau of Labor Statistics. "Educational Attainment of Workers, March 1971." Special Labor Force Report, No. 140. Washington, D.C.: U.S. Government Printing Office, 1972.

Frequency of Report:

Annual since 1964; report of each year refers to March of same or previous year.

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 21.

LENGTH OF UNEMPLOYMENT BY EDUCATION LEVEL:
PERSONS UNEMPLOYED 15 WEEKS OR MORE

Sample of data: 1971

Years of school completed	Persons unemployed for 15 weeks or more (Percent of total)				
	Total U.S. (Unemployed)	Men	Women	White	Nonwhite
None and elementary 1 - 7 years	9.9	12.3	5.8	9.8	11.1
8 years	10.9	10.9	10.8	10.9	11.1
High school 1 - 3 years	25.7	26.6	24.1	23.9	34.3
4 years	37.0	32.9	44.7	38.3	30.6
College 1 or more years	16.3	17.2	14.6	17.0	13.0
Total (In thousands)	1,292	840	452	1,074	218

Definition of Indicator:

Educational attainment of persons 18 years and over in the civilian labor force, who had been unemployed 15 weeks or more as of the month of March 1971.

Source:

U.S. Department of Labor, Bureau of Labor Statistics. "Educational Attainment of Workers, March 1971." Special Labor Force Report, No. 140. Washington, D.C.: U.S. Government Printing Office, 1972.

Frequency of Report:

Annual, since 1964; report for each year refers to March of same or previous year.

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 22.

UNEMPLOYMENT RATES BY YEARS OF SCHOOL COMPLETED

Sample of data: 1971

Years of school completed	Unemployment rates (Percent of civilian labor force)				
	Total	Men	Women	Nonwhite	White
Total U.S.	5.8	5.5	6.4	8.8	5.5
Elementary 1 - 4 years[1/]	6.4	6.4	6.6	4.7	7.2
5 - 7 years	7.7	8.0	6.9	7.4	7.7
8 years	6.4	5.9	7.5	9.7	6.1
High school 1- 3 years	8.7	8.0	9.8	11.7	8.1
4 years	5.5	5.0	6.0	8.7	5.1
College 1 - 3 years	5.6	5.6	5.7	6.5	3.8
4 years or more	2.3	2.0	2.8		

1/ Includes no school years completed.

Definition of Indicator:

Percent of persons in the civilian labor force 18 years of age or older, out of work and actively seeking work, unless temporarily incapacitated, by level of educational attainment.

Source:

U.S. Department of Labor, Bureau of Labor Statistics. "Educational Attainment of Workers, March 1971." Special Labor Force Report, No. 140. Washington, D.C.: U.S. Government Printing Office, 1972.

Frequency of Report:

Annual since 1964; report of each year refers to March of same or previous year.

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 23.

MEDIAN YEARS OF SCHOOL COMPLETED FOR AGE GROUPS.

Sample of data: March 1971

Age	Median school years completed		
	Total U.S.	White	Nonwhite
Total U.S. (25 and over)	12.2	12.2	10.3
25 - 29 years	12.6	12.7	12.3
30 - 34 years	12.5	12.6	12.2
35 - 44 years	12.4	12.4	11.4
45 - 54 years	12.2	12.3	9.5
55 - 64 years	11.0	11.5	8.2
65 - 74 years	8.9	9.0	6.5
75 years and over	8.5	8.6	5.2

Definition of Indicator:

Number of years of schooling completed for each age group; median calculated from the total sample of each age group.

Source:

U.S. Department of Commerce, Bureau of the Census. "Educational Attainment, March 1971." Current Population Reports, Series P-20, No. 229. Washington, D.C.: U.S. Government Printing Office, 1971.

Frequency of Report:

Annual; data for each year refer to March of the same or previous year.

Geographic Divisions Shown:

National and regional.

Other Similar Data:

U.S. Department of Commerce, Bureau of the Census. "Educational Attainment in 30 Selected Standard Metropolitan Statistical Areas, 1970." Current Population Reports, Series P-20, No. 227. Washington, D.C.: U.S. Government Printing Office, 1971.

U.S. Department of Commerce, Bureau of the Census. "Income in 1970 of Families and Persons in the U.S." Current Population Reports, Series P-60, No. 80. Washington, D.C.: U.S. Government Printing Office, 1971.

U.S. Department of Labor. "Statistics on Manpower." 1972 Manpower Report of the President. Washington, D.C.: U.S. Government Printing Office, 1972.

Output Indicator 24.

MEDIAN YEARS OF SCHOOL COMPLETED FOR SELECTED OCCUPATIONAL GROUPS

Sample of data: March 1971

Occupational group	Median school years completed				
	U.S. total	Men	Women	White	Nonwhite
Professional and managerial	15.1	14.9	15.5	15.0	15.9
Farmers and farm laborers	10.0	9.8	11.1	10.6	6.4
Clerical and sales	12.6	12.7	12.6	12.6	12.6
Craftsmen, operatives, laborers	11.9	12.0	11.1	12.0	10.8
Service workers	11.9	12.0	11.8	12.1	10.5

Definition of Indicator:

Median years of school completed by the employed civilian labor force 18 years of age and older, by occupational group.

Source:

U.S. Department of Labor. "Statistics on Manpower." 1972 Manpower Report of the President. Washington, D.C.: U.S. Government Printing Office, 1972.

Frequency of Report:

Annual since 1964.

Geographic Divisions Shown:

National.

Other Similar Data:

U.S. Department of Commerce, Bureau of the Census. "Income in 1970 of Families and Persons in the U.S." Current Population Reports, Series P-60, No. 80. Washington, D. C.: U.S. Government Printing Office, 1971.

Output Indicator 25.

EDUCATION OF PUBLIC ASSISTANCE RECIPIENTS

Sample of data: 1971

Percent by Census divisions and States	Highest grade of school completed (Percent of total recipients)								
		Elementary			High school		College		
	Total	Less than 5 years	5 - 7 years	8 years	1 - 3 years	Graduate	1 - 3 years	Graduate	Unknown
Mother									
Total U.S.	100.0	6.4	9.3	9.8	33.2	19.0	2.9	0.3	19.0
New England	100.0	4.5	6.0	10.7	37.8	24.8	3.4	0.7	12.2
So.Atlantic	100.0	7.5	15.8	12.0	36.6	14.2	2.0	0.1	11.8
California	100.0	2.7	4.0	3.8	26.2	19.5	4.8	0.3	38.6
New York	100.0	6.4	8.1	9.9	30.1	19.4	2.2	0.4	23.4
Father									
Total U.S.	100.0	5.9	5.7	5.9	13.6	9.3	2.0	0.5	57.1

Definition of Indicator:

Highest grade of school completed by mother and father in families receiving Aid to Families with Dependent Children.

Source:

U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service. Findings of the 1971 AFDC Study, Part I, Demographic and Program Characteristics. NCSS Report AFDC-1 (71). Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1971.

Frequency of Report:

Recurring, unspecified time interval.

Geographic Divisions Shown:

National, nine census divisions, and 21 States.

Other Similar Data:

None.

Output Indicator 26.

GEOGRAPHIC MOBILITY BY EDUCATION LEVEL

Sample of data: 1969-1970

Years of school completed	Percent of men in group					
			Movers			
	Total	Non-movers	Within county	Between counties, within State	Between States	Between countries
Total U.S.	100.0	83.5	10.2	2.8	2.7	0.8
Elementary 0 - 8 years	100.0	86.7	9.3	2.4	1.2	0.3
High school 1 - 3 years	100.0	84.4	11.1	2.2	1.9	0.4
4 years	100.0	83.7	10.0	2.8	2.5	0.9
College	100.0	79.1	0.6	3.7	5.2	1.4

Definition of Indicator:

Percent of men living in the U.S. (25 years of age or over during previous year) by level of education attained, who changed their residence within the previous year.

Source:

U.S. Department of Commerce, Bureau of the Census. "Mobility of the Population of the United States, March 1969 to March 1970." Current Population Reports, Series P-20, No. 210. Washington, D.C.: U.S. Government Printing Office, 1971.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 27.

EDUCATIONAL ATTAINMENT OF CIVILIAN LABOR FORCE

Sample of data: 1971

Years of school completed	Civilian labor force (Percent of total)				
	Total U.S.	Men	Women	White	Nonwhite
None and elementary 1 - 4 years	2.3	2.8	1.4	1.7	6.5
5 - 8 years	14.1	15.8	11.5	13.4	19.5
High school 1 - 3 years	16.7	16.9	16.4	15.8	24.4
4 years	39.4	35.7	45.4	40.2	32.7
College 1 - 3 years	13.9	14.0	13.9	14.5	9.5
4 years or more	13.6	14.9	11.5	14.4	7.5
Total	100.0	100.0	100.0	100.0	100.0
Total (in thousands)	79,917	49,439	30,478	71,032	8,885

Definition of Indicator:

Years of school completed by the civilian labor force 18 years of age and over.

Source:

U.S. Department of Labor, Bureau of Labor Statistics. "Educational Attainment of Workers, March 1971." Special Labor Force Report No. 140. Washington, D.C.: U.S. Government Printing Office, 1972.

Frequency of Report:

Annual since 1964.

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 28.

LIFETIME INCOME BY EDUCATION LEVEL

Sample of data: 1968

Educational level of men	Lifetime income
Total U.S.	$364,653
Elementary, less than 8 years	225,102
8 years	270,470
High school, 1 - 3 years	305,231
4 years	357,166
College, 1 - 3 years	414,578
4 years	554,859
5 years or more	592,696

Definition of Indicator:

Lifetime income estimates are based on cross sectional data on income, related to age and education of surveyed group and adjusted for the length of working life of year-round, full-time male workers.

Source:

U.S. Department of Commerce, Bureau of the Census. "Annual Mean Income, Lifetime Income, and Educational Attainment of Men in the United States, for Selected Years 1956 to 1968." Current Population Reports, Series P-60, No. 74. Washington, D.C.: U.S. Government Printing Office, 1970.

Frequency of Report:

Irregular.

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 29.

MEDIAN ANNUAL INCOME BY EDUCATION LEVEL FOR AGE GROUPS

Sample of data: 1970

Years of school completed	1970 Median income by age (In dollars)				
	All age groups	25 - 34 years	35 - 44 years	45 - 54 years	55 - 64 years
Elementary					
Less than 8 years	8,424	6,994	8,087	9,023	8,761
8 years	9,772	8,047	9,740	10,366	10,240
High school					
1 - 3 years	10,832	9,142	10,713	12,041	11,602
4 years	11,807	10,478	11,953	13,363	12,496
College					
1 - 3 years	13,566	11,834	13,843	15,638	14,804
4 years	16,356	13,538	17,340	19,179	17,213
5 years or more	19,083	15,211	19,044	22,534	21,640

Definition of Indicator:

Median annual money income of families with heads who were year-round full-time workers, 25 years of age and over.

Source:

U.S. Department of Commerce, Bureau of the Census. "Income in 1970 of Families and Persons in the United States." Current Population Reports, Series P-60, No. 80. Washington, D.C.: U.S. Government Printing Office, 1971.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 30.

FAMILY INCOME BY AGE AND EDUCATION LEVEL

Sample of data: 1970

Family head's age and years of school completed (Sample age - 25-34)	Number of families and unrelated individuals (in thousands)	Percent by money income size class						
		Total	Below $4,000	$4,000-7,999	$8,000-11,999	$12,000-14,999	$15,000-24,999	$25,000 & over
Total U.S.	10,649	100.0	9.8	24.1	33.0	17.0	14.1	1.8
Less than 8 yrs.	434	100.0	29.5	38.9	20.6	7.4	3.2	0.3
8 yrs.	503	100.0	19.1	42.6	26.0	7.3	4.3	0.8
H.S. 1-3 yrs.	1,674	100.0	19.5	34.1	30.3	9.7	5.6	0.7
4 yrs.	4,450	100.0	8.1	25.3	36.8	18.1	10.8	0.8
College 1-3 yrs.	1,662	100.0	4.5	16.6	37.5	20.5	19.2	1.6
4 yrs.	1,084	100.0	2.2	10.5	30.3	23.8	28.5	4.5
5 or more yrs.	842	100.0	3.6	12.3	23.7	20.8	31.3	8.4

Definition of Indicator:

Distribution of families by money income size class with heads 25-34 years of age, and unrelated individuals 25-34 years of age, by years of school completed by family head.

Source:

U.S. Department of Commerce, Bureau of the Census. "Income in 1970 of Families and Persons in the United States." Current Population Reports, Series P-60, No. 80. Washington, D.C.: U.S. Government Printing Office, 1971.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 31.

EXPENDITURES FOR READING MATERIAL BY EDUCATION LEVEL

Sample of data: 1960-61

Years of school completed by head of household	Annual household expenditures for reading			
	Dollars spent per annum		Percent of total expenditures	
	Total farm and non-farm	Non-farm	Total farm and non-farm	Non-farm
Less than 8 years	28	29	0.8	0.8
9 - 12 years	46	46	0.9	0.9
13 - 16 years	66	67	1.0	1.0
More than 16 years	97	98	1.2	1.2
Total	45	46	0.9	0.9

Definition of Indicator:

Yearly expenditures for reading material reported by farm and non-farm families or single, independent consumers.

Source:

U.S. Department of Labor, Bureau of Labor Statistics. "Survey of Consumer Expenditures, 1960-61." BLS Report, No. 237-93. Washington, D.C.: Bureau of Labor Statistics, 1966.

Frequency of Report:

Approximately every 10 years. A new study is being conducted for 1972-73.

Geographic Divisions Shown:

National, four major regions, and 39 metropolitan areas.

Other Similar Data:

National Industrial Conference Board. Market Profiles of Consumer Products. New York: National Industrial Conference Board, 1967.

Output Indicator 32.

EXPENDITURES FOR READING BY INCOME AND EDUCATION LEVEL

Sample of data: 1960-61

	Annual expenditures for reading by income*							
	Percent of total income				In dollars			
Years of school completed	$3,000-3,999	$7,500-9,999	$10,000-14,999	$15,000 and over	$3,000-3,999	$7,500-9,999	$10,000-14,999	$15,000 and over
8 or less years	0.8	0.8	0.9	1.0	28	60	83	135
9 - 12 years	0.8	0.8	0.9	0.7	32	62	84	105
13 - 16 years	1.4	1.0	0.9	0.8	56	73	92	120
16 years & more	1.2	1.2	1.4	1.0	47	90	132	145

*Category $4,000 - 7,499 omitted.

Definition of Indicator:

Annual family expenditure for reading (as percent of income available for current consumption) by the income and educational attainment of the head of household. Data refers to urban families and single, independent consumers.

Source:

U.S. Department of Labor, Bureau of Labor Statistics. "Survey of Consumer Expenditures, 1960-61." BLS Report, No. 237-38, Sup. 2, Part A. Washington, D.C.: Bureau of Labor Statistics, 1964.

Frequency of Report:

Approximately every 10 years.

Geographic Divisions Shown:

National.

Other Similar Data:

National Industrial Conference Board. Market Profiles of Consumer Products. New York: National Industrial Conference Board, 1967.

Output Indicator 33.

EXPENDITURES FOR EDUCATION BY INCOME AND EDUCATION LEVEL

Sample of data: 1960-61

Annual expenditures for education by income*

Years of school completed	Percent of total income				Dollars spent per annum			
	$3,000-3,999	$7,500-9,999	$10,000-14,999	$15,000 and over	$3,000-3,999	$7,500-9,999	$10,000-14,999	$15,000 and over
Up to 8 years	0.3	0.8	1.4	1.2	10	55	131	169
9 - 12 years	0.4	1.1	1.8	1.9	16	85	180	266
13 - 16 years	1.5	1.3	2.2	3.3	59	100	216	508
16 years & more	3.6	1.4	2.6	3.2	141	103	243	478

*Category $4,000 - 7,499 omitted.

Definition of Indicator:

Annual family expenditure for education (as percent of income available for current consumption) by the income and educational attainment of the head of household. Data refers to urban families and single, independent consumers.

Source:

U.S. Department of Labor, Bureau of Labor Statistics. "Survey of Consumer Expenditures, 1960-61." BLS Report, 237-38, Sup. 2, Part A. Washington, D.C.: Bureau of Labor Statistics, 1964.

Frequency of Report:

Approximately every 10 years.

Geographic Divisions Shown:

National.

Other Similar Data:

National Industrial Conference Board. Market Profiles of Consumer Products. New York: National Industrial Conference Board, 1967.

Output Indicator 34.

PATTERNS OF EXPENDITURES FOR READING MATERIALS BY EDUCATION LEVEL

Sample of data: 1960-1961

Item	Education of head of household (Percent of total)					
	Total	Grade school or less	Some high school	High school grad.	Some coll.	Coll. grad. or higher
Non-farm households	100.0	29.5	18.0	29.0	10.0	13.5
Total current expenditures	100.0	20.5	17.0	31.0	12.0	19.5
Spending for:						
Reading total	100.0	17.5	16.0	30.5	13.5	22.5
Newspapers	100.0	22.0	18.0	31.5	11.5	17.0
Magazines	100.0	13.5	13.5	30.0	15.5	27.5
Books (except school or technical)	100.0	11.0	11.5	29.0	16.0	32.5
Pocket editions	100.0	12.0	14.5	28.5	15.5	29.5
Comic books	100.0	21.5	23.0	30.0	12.5	13.0
Hardbound books	100.0	9.5	10.0	29.0	16.5	35.0
Other reading expenses	100.0	10.0	19.5	18.5	20.0	32.0
School & technical books	100.0	9.0	9.5	31.5	18.5	31.5

Definition of Indicator:

Annual expenditures for reading materials reported by non-farm households, by the level of education of the head of household. A household is defined as a family or a single, independent consumer.

Source:

National Industrial Conference Board. Market Profiles of Consumer Products. New York: The National Industrial Conference Board, 1967.

Frequency of Report:

One time only.

Geographic Divisions Shown:

National and four regions.

Other Similar Data:

U.S. Department of Labor, Bureau of Labor Statistics. "Survey of Consumer Expenditures, 1960-61." BLS Report, No. 237-38. Washington, D.C.: Bureau of Labor Statistics, 1964.

Output Indicator 35.

CONSUMPTION PATTERNS BY EDUCATION LEVEL

Sample of data: 1960-61

Item	Total	Education of head of household (Percent of total) Grade school or less	Some high school	High school grad.	Some coll.	Coll. grad or higher
Non-farm households	100.0	29.5	18.0	29.0	10.0	13.5
Total current expenditures	100.0	20.5	17.0	31.0	12.0	19.5
Spending for:						
Education, total	100.0	9.5	10.5	26.0	17.5	36.5
Tuition and fees	100.0	9.0	9.0	25.5	18.5	38.0
Music and other lessons	100.0	9.0	[illegible].5	31.5	18.5	31.5
Pianos and organs	100.0	14.5	16.5	29.5	16.5	23.0
Concerts, plays, and other admissions	100.0	10.0	8.5	24.0	16.0	41.5

Definition of Indicator:

Annual expenditures for selected items reported by non-farm households, by level of education of the head of the household. A household is defined as a family or single, independent consumer.

Source:

National Industrial Conference Board. Market Profiles of Consumer Products. New York: National Industrial Conference Board, 1967.

Frequency of Report:

One time only.

Geographic Divisions Shown:

National and four regions.

Other Similar Data:

U.S. Department of Labor, Bureau of Labor Statistics. "Survey of Consumer Expenditures, 1960-61. "BLS Report No. 237-38. Washington, D.C.. Bureau of Labor Statistics, 1964.

Output Indicator 36.

QUALITY OF DIET BY EDUCATION LEVEL

Sample of data: July 1971

Years of school completed by homemaker	All households	Quality of diet (Percent of households)		
		Optimal	Adequate	Inadequate
0 - 6 years	100.0	19.0	47.0	34.0
7 - 10 years	100.0	25.0	43.0	32.0
11 - 12 years	100.0	27.0	53.0	20.0
13 - 15 years	100.0	27.0	42.0	31.0
16 years or more	100.0	38.0	42.0	20.0

Definition of Indicator:

Percent of households whose daily food consumption met the North Carolina Nutrition Survey standard for five nutrients (optimal), half of that standard (adequate), or less than half of that standard (inadequate), by the level of educational attainment of the homemaker in that household.

Source:

North Carolina State Board of Health. "Report of the North Carolina Nutrition Survey." Part I. Raleigh, N.C.: The North Carolina State Board of Health, 1971.

Frequency of Report:

One time only.

Geographic Divisions Shown:

State.

Other Similar Data:

U.S. Department of Agriculture. "Dietary Evaluation of Food Used in Households in the United States." Washington, D.C.: U.S. Government Printing Office, 1961.

Output Indicator 37.

USE OF MEDICAL SERVICES BY EDUCATION LEVEL

Sample of data: 1969

Years of school completed by family head	Average number of physician visits per year by age of person visiting physician		
	All ages	Under 5 years of age	5 - 14 years of age
Total	4.3	5.7	2.8
Less than 5 years	4.1	2.8	1.3
5 - 8 years	4.0	3.9	1.8
9 - 11 years	4.0	4.7	2.4
12 years	4.3	5.9	2.9
13 years or more	4.7	7.7	3.8

Definition of Indicator:

Annual number of visits to physicians related to the education of the family head of the person.

Source:

U.S. Department of Health, Education, and Welfare, Public Health Service, National Center for Health Statistics. "Physician Visits -- Volume and Interval Since Last Visit, U.S., 1969." PHSP, No. 1000, Series 10, No. 75. Washington, D.C.: U.S. Government Printing Office, 1972.

Frequency of Report:

Periodic.

Geographic Divisions Shown:

National.

Other Similar Data:

U.S. Department of Health, Education, and Welfare, Public Health Service, National Center for Health Statistics. "Volume of Physician Visits, U.S., July 1966 - June 1967." PHSP, No. 1000, Series 10, No. 49. Washington, D.C.: U.S. Government Printing Office, 1968.

Output Indicator 38.

USE OF DENTAL SERVICES BY EDUCATION LEVEL

Sample of data: 1969

Years of school completed by family head	Time interval since last dental visit (Percent distribution)							
	Total	Under 6 months	6 - 11 months	1 year	2 - 4 years	5 years or more	Never	Unknown
Total	100.0	32.1	12.8	11.8	14.2	13.2	13.3	2.5
Less than 5 years	100.0	13.4	7.6	8.8	16.5	25.1	24.6	4.1
5 - 8 years	100.0	20.4	9.5	11.4	17.9	23.7	14.2	2.9
9 - 11 years	100.0	26.7	11.8	12.7	16.4	14.9	15.0	2.4
12 years	100.0	35.3	14.2	12.7	13.4	9.3	12.8	2.3
13 years or more	100.0	46.8	16.0	10.9	9.9	5.3	9.3	1.8

Definition of Indicator:

Time interval between dental visits related to the years of education completed by the head of the family.

Source:

U.S. Department of Health, Education, and Welfare, Public Health Service, National Center for Health Statistics. "Dental Visits -- Volume and Interval Since Last Visit, U.S., 1969." PHSP, No. 1000, Series 10, No. 76. Washington, D.C.: U.S. Government Printing Office, 1972.

Frequency of Report:

Periodic.

Geographic Divisions Shown:

National.

Other Similar Data:

U.S. Department of Health, Education, and Welfare, Public Health Service, National Center for Health Statistics. "Characteristics of patients of selected types of medical specialists and practitioners, U.S., July 1963 - June 1964." PHSP, No. 1000, Series 10, No. 28. Washington, D.C.: U.S. Government Printing Office, 1966.

Output Indicator 39.

VISITS TO MEDICAL SPECIALISTS BY EDUCATION LEVEL

Sample of data: July 1963-June 1964

Years of school completed by family head	Percent of population with visits to specialists		
	Pediatrics	Obstetrics, gynecology	Dermatology
Under 9 years	7.0	2.9	0.9
9 - 12 years	19.0	9.0	1.5
Over 12 years	37.4	15.0	2.9

Definition of Indicator:

Education of family head of persons who reported they visited certain medical specialists between July 1963 and June 1964.

Source:

U.S. Department of Health, Education, and Welfare, Public Health Service, National Center for Health Statistics. "Characteristics of Patients of Selected Types of Medical Specialists and Practitioners, July 1963-June 1964." PHSP, No. 1000, Series 10, No. 28. Washington, D.C.: U.S. Government Printing Office, 1966.

Frequency of Report:

1964 only.

Geographic Divisions Shown:

National.

Other Similar Data:

U.S. Department of Health, Education, and Welfare, Public Health Service. "Dental Visits -- Volume and Interval Since Last Visit, U.S., 1969." PHSP, No. 1000, Series 10. No. 76. Washington, D.C.: U.S. Government Printing Office, 1972.

Output Indicator 40.

USE OF CONSUMER CREDIT BY EDUCATION LEVEL

Sample of data: July 1969 - September 1970

Form of credit used	Percent of total reporting use of credit	Education level (Percent of users)				
		Total	Less than high school	High school	Over high school	Unknown
New auto loans	8.3	100.0	22.2	35.7	42.1	--
Used auto loans	6.7	100.0	34.7	37.8	27.2	0.3
Appliance and furniture loans	12.0	100.0	34.7	32.6	32.2	0.5
Personal loans	11.7	100.0	24.1	34.0	41.6	0.3
Retail charge accounts	27.7	100.0	20.5	33.9	45.3	0.3

Definition of Indicator:

Survey of 5,340 heads of households regarding their uses of various forms of credit, related to their educational attainment. Interviews were conducted with the male head of the household; where none existed, the female head was interviewed.

Source:

Board of Governors of the Federal Reserve System. Annual Report to Congress on Truth in Lending for the Year 1970. Washington, D.C.: Board of Governors of the Federal Reserve System, 1971.

Frequency of Report:

Surveys were conducted in 1969 and 1970 but additional surveys are not planned.

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 41.

ADMISSIONS TO PUBLIC MENTAL HOSPITALS BY EDUCATION LEVEL

Sample of data: 1969

Highest grade completed	Age group (Rate per 100,000 population)		
	25 - 34	35 - 44	45 - 64
All entrants	270.0	345.2	291.1
0 - 7 years grade school	603.9	691.5	451.2
Completed grade school	589.7	535.0	350.6
Some high school	529.4	530.1	315.6
Completed high school	183.2	250.3	256.1
College	131.8	150.5	135.4

Definition of Indicator:

Years of school completed by all entrants to State and county mental hospitals.

Source:

U.S. Department of Health, Education, and Welfare, National Clearinghouse for Mental Health Information. "Admission Rates by Highest Grade of School Completed, State and County Mental Hospitals, 1969." Statistical Note 34. Rockville, Md.: National Institute of Mental Health, 1970.

Frequency of Report:

Periodically.

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 42.

ADMISSIONS TO OUTPATIENT PSYCHIATRIC SERVICES BY YEARS OF SCHOOL COMPLETED

Sample of data: 1969

Years of school completed	Age group (Rate per 100,000 population)				
	18 - 24	25 - 34	35 - 44	45 - 64	65 and over
Total U.S.	666.1	740.9	586.5	340.7	106.8
None and elementary 1 - 7 years	1,117.7	955.9	881.2	496.9	119.8
8 years	834.6	645.8	667.1	308.5	137.8
High school 1 - 3 years	786.7	1,015.4	818.7	370.6	*
4 years	573.3	643.9	504.7	296.7	*
College 1 year or more	647.1	704.2	395.8	278.2	*

*Five or less sample cases; estimates not shown because below acceptable limits of reliability.

Definition of Indicator:

Rate per 100,000 population of all admissions to public and private outpatient psychiatric services, by age group and level of education attained in the entire U.S.

Source:

U.S. Department of Health, Education, and Welfare, National Clearinghouse for Mental Health Information. "Admission Rates by Highest Grade of School Completed-Outpatient Psychiatric Services, 1969." Statistical Note 46. Rockville, Md.: National Institute of Mental Health, 1971.

Frequency of Report:

Periodically.

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 43.

INJURY RATES BY EDUCATION LEVEL

Sample of data: July 1965-June 1967

Years of school completed	Number of males injured Annual rate per 1,000 men 17 and over				
	Total*	Motor vehicle	Work	Home	Other
Total U.S.	284.7	26.8	146.5	63.6	78.2
Less than 9 years	258.4	16.6	152.8	69.5	55.5
9 - 11 years	375.0	29.5	207.3	64.0	112.5
12 years	302.9	31.7	165.6	58.3	78.8
13 - 15 years	241.3	**	92.1	51.0	75.6
16 years and over	172.8	**	**	73.0	71.1

*The sum of the data for the classes may be greater than the total because the classes are not mutually exclusive.

**Estimates not published.

Definition of Indicator:

Males, 17 years of age and over, reporting injuries, by years of school completed.

Source:

U.S. Department of Health, Education, and Welfare, Public Health Service, National Center for Health Statistics. "Persons Injured and Disability Days Due to Injuries, July 1965-June 1967." PHSP, No. 1000, Series 10, No. 58. Washington, D.C.: U.S. Government Printing Office, 1970.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National.

Other Similar Data:

U.S. Department of Health, Education,and Welfare, Public Health Service, National Center for Health Statistics. "Selected Health Characteristics by Occupation." PHSP, No. 1000, Series 10, No. 21. Washington, D.C.: U.S. Government Printing Office, 1965.

U.S. Department of Health, Education,and Welfare, Public Health Service, National Center for Health Statistics. "Work Injuries Among Blue Collar Workers and Disability Days, July 1966-June 1967." PHSP, No. 1000, Series 10, No. 68. Washington, D.C.: U.S. Government Printing Office, 1972.

Output Indicator 44.

DISABILITY BY EDUCATION LEVEL

Sample of data: July 1965-June 1967

Years of school completed	Number of days of disability and work loss Annual rate per 100 persons age 17 and over: Restricted activity	Bed disability	Work loss days
Total U.S.	394.8	102.8	137.8
Less than 9 years	579.7	147.9	214.9
9 - 11 years	422.7	111.6	174.4
12 years	284.4	73.9	104.4
13 - 15 years	291.5	61.2	102.4
16 years and over	208.6	58.1	47.0

Definition of Indicator:

Disabilities reported by persons aged 17 and over in bed or with restricted (less than normal) activity and number of days lost from work.

Source:

U.S. Department of Health, Education, and Welfare, Public Health Service, National Center for Health Statistics. "Persons Injured and Disability Days Due to Injury, July 1965-June 1967." PHSP, No. 1000, Series 10, No. 58. Washington, D.C.: U.S. Government Printing Office, 1970.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National.

Other Similar Data:

U.S. Department of Health, Education, and Welfare, Public Health Service, National Center for Health Statistics. "Work Injuries Among Blue Collar Workers and Disability Days, July 1966-June 1967." PHSP, No. 1000, Series 10, No. 68. Washington, D.C.: U.S. Government Printing Office, 1972.

Output Indicator 45.

NEGRO PUPILS IN SCHOOLS BY DEGREE OF SEGREGATION IN SCHOOL

Sample of data: November 1971

School district	Size rank of district (1970)	Percent Negro students in district	Percent Negro students attending schools which are 0-49.9% minority schools*	80-100% minority schools*	100% minority schools*
Los Angeles, Calif.	2	24.9	6.8	86.6	7.6
Cleveland, Ohio	11	57.3	4.6	91.3	35.4
St. Louis, Mo.	21	67.7	2.1	89.8	47.5
Jefferson City, Ky.	30	3.8	85.8	14.2	-
Newark, N. J.	40	72.0	2.6	91.3	22.5
Oakland, Calif.	52	58.1	6.3	73.1	1.6
El Paso, Texas	61	3.0	70.9	18.5	-
Akron, Ohio	71	27.8	33.7	40.2	2.9
St. Paul, Minn.	81	7.0	68.4	9.6	-
Shawnee Mission, Kansas	91	.4	91.7	1.9	1.9

*No category "50-79.9%" was listed; the "100%" column was duplicated in the "80-100" column.

Definition of Indicator:

Percent of Negro students attending schools with varying proportions of minority student composition.

Source:

U.S. Department of Health, Education, and Welfare, Office for Civil Rights. "Negro Pupils in 76 of the 100 largest school districts: Fall 1971 survey." DHEW News Release, Washington, D.C.:U.S. Department of Health, Education, and Welfare, January 16, 1972.

Frequency of Report:

Annual.

Geographic Divisions Shown:

100 largest school districts.

Other Similar Data:

U.S. Department of Health, Education, and Welfare. Equality of Educational Opportunity. Washington, D.C.: U.S. Government Printing Office, 1966.

Output Indicator 46.

INMATES IN CORRECTIONAL INSTITUTIONS BY EDUCATION LEVEL

Sample of data: 1960

Years of school completed	Percent of population aged 25 - 64	
	U.S. population	Inmates
Elementary 0 - 4 years	6.0	14.4
5 - 8 years	28.0	40.3
High school 1 - 3 years	20.7	27.6
4 years	27.5	12.4
College 1 - 3 years	9.4	4.2
4 years or more	8.4	1.1
Total	100.0	100.0

Definition of Indicator:

Years of school completed by persons in prison compared with years of school completed by the general non-prison population.

Source:

President's Commission on Law Enforcement and Administration of Justice. Task Force Report: Corrections. Washington, D.C.: U.S. Government Printing Office, 1967.

Frequency of Report:

Decennial. (From the Decennial Census of Population)

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 47.

EDUCATIONAL ACHIEVEMENT OF PRISONERS

Sample of data: 1966

Year	Total male prisoners	Grade equivalent achievement score (Percent distribution)			
		Illiterate	3 - 8th grade	9 - 11th grade	12th grade or higher
1966	100.0	3.1	47.4	42.1	7.4
1965	100.0	2.8	50.0	42.0	5.2
1964	100.0	2.4	54.4	39.5	3.7

Definition of Indicator:

Scores (grade level equivalent) on tests administered to men upon entry into prison in California.

Source:

California Department of Corrections. "California Prisoners, 1964, 1965, and 1966." Summary Statistics of Felon Prisoners and Parolees. Sacramento, Cal.: California Department of Corrections, 1967.

Frequency of Report:

Annual.

Geographic Divisions Shown:

State of California.

Other Similar Data:

None.

Output Indicator 48.

MEAN SCORES OF SELF-ESTEEM BY EDUCATION AND LENGTH OF EMPLOYMENT

Sample of data: 1967

Number of months employed	Education level (Mean scores of self-esteem)					
	Total	Less than eighth grade	Eighth grade	Some high school	Completed high school	More than high school
Total	3.5	2.8	3.3	3.7	4.1	4.3
No months	3.2	2.6	3.1	3.5	3.8	4.0
1 - 12 months	3.5	2.9	3.1	3.5	4.1	4.5
13 - 24 months	3.7	3.0	3.4	3.8	4.1	4.1
25 - 36 months	4.0	3.4	3.8	4.1	4.3	4.3
37 months or more	4.0	3.3	4.2	4.1	4.3	4.7
(Number of cases)	(11,319)*	(2,911)	(1,578)	(4,528)	(1,922)	(380)

*"No answer" category excluded.

Definition of Indicator:

Self-esteem as measured by a survey of people's sense of personal competence. The index score, ranging from 0 to 7 is based on such items as self-evaluation of health, looks, intelligence, luck and dependability. The higher the score the more positive the evaluation.

Source:

Bureau of Social Science Research, Inc. Welfare Policy and its Consequences for the Recipient Population. A Study of the AFDC Program. Washington, D.C.: U.S. Government Printing Office, 1969.

Frequency of Report:

One time only.

Geographic Divisions Shown:

Selected States and counties.

Other Similar Data:

None.

Output Indicator 49.

VOTING PARTICIPATION BY EDUCATION LEVEL AND RACE

Sample of data: 1970

Years of school completed	Percent voting	
	White	Black
Elementary 0 - 4 years	30.4	27.1
5 - 7 years	40.8	37.4
8 years	51.7	45.6
High school 1 - 3 years	47.9	42.8
4 years	59.3	47.9
College 1 - 3 years	62.3	50.8
4 years	69.2	65.8
5 years or more	73.8	67.6

Definition of Indicator:

Participation in national elections reported by individuals, when asked if they voted in 1970, related to their level of educational attainment.

Source:

U.S. Department of Commerce, Bureau of the Census. "Voting and Registration in the Election of November 1970." Current Population Reports, Series P-20, No. 228. Washington, D.C.: U.S. Government Printing Office, 1971.

Frequency of Report:

Every other year (for national elections).

Geographic Divisions Shown:

National, regional, south/non-south, metropolitan (SMSAs), and non-metropolitan.

Other Similar Data:

No other source of similar U.S. Government data.

Output Indicator 50.
LABOR FORCE PARTICIPATION OF WOMEN
BY YEARS OF SCHOOL COMPLETED

Sample of data: 1971

Years of school completed	Labor force participation rate (Percent of women)
Total U.S.	43.7
Elementary, 1 - 4 years 1/	16.5
5 - 7 years	26.1
8 years	29.8
High school, 1 - 3 years	39.8
4 years	49.7
College, 1 - 3 years	48.8
4 years	56.9
5 years or more	69.1

1/ Includes no school completed.

Definition of Indicator:

Percent of women 18 years and older in the civilian non-institutional population who are members of the civilian labor force (employed and unemployed), by level of educational attainment.

Source:

U.S. Department of Labor, Bureau of Labor Statistics. "Educational Attainment of Workers, March 1971." Special Labor Force Report, No. 140. Washington, D.C.: U.S. Government Printing Office, 1972.

Frequency of Report:

Annual since 1964.

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 51.

CHILDREN ENROLLED IN SCHOOL BY EDUCATION LEVEL OF FAMILY HEAD

Sample of data: October 1970

Years of school completed by family head	Total families (In thousands)	Percent of families with children enrolled in school		
		All levels	Nursery	College
Total (all education levels)	71,984	79.4	5.9	6.2
Elementary 0 - 4 years	2,115	67.8	0.2	2.3
5 - 7 years	5,803	71.6	2.6	2.9
8 years	7,171	73.3	3.1	4.4
High school 1 - 3 years	13,617	77.2	5.6	4.2
4 years	24,957	80.7	6.4	6.0
College 1 - 3 years	7,640	84.0	7.6	9.1
4 years & more	10,681	86.6	8.6	10.5

Definition of Indicator:

School attendance of children by the level of education attained by the family head.

Source:

U.S. Department of Commerce, Bureau of the Census. "School Enrollment, October 1970." Current Population Reports, Series P-20, No. 222. Washington, D.C.: U.S. Government Printing Office, 1971.

Frequency of Report:

Annual; data reported in each year refer to data collected in the previous October.

Geographic Divisions Shown:

National.

Other Similar Data:

U.S. Department of Commerce, Bureau of the Census. "School Enrollment." 1970 Census of the Population, Vol. II. Washington, D.C.: U.S. Government Printing Office, 1972.

Output Indicator 52.

CHILDREN ENROLLED IN HEAD START PROGRAMS BY EDUCATION LEVEL OF MOTHER

Sample of data: 1968

Years of school completed by mother	Percent of children enrolled	
	Full year	Summer only
Total U.S.	100.0	100.0
No school	1.0	1.0
1 - 3 years	2.7	2.4
4 - 6 years	8.2	7.5
7 - 8 years	16.6	18.4
9 - 11 years	37.8	37.0
High school graduate	26.8	27.5
Some college or graduate	6.8	6.0
Not reported	0.2	0.2

Definition of Indicator:

Enrollment of children in Head Start programs designed to serve disadvantaged children by the educational attainment of their mothers.

Source:

U.S. Department of Health, Education, and Welfare, Office of Child Development. Project Head Start 1968: A descriptive report of programs and participants. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1970.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National.

Other Similar Data:

U.S. Bureau of the Census. "School Enrollment, October 1970." Current Population Reports, Series P-20, No. 222. Washington, D.C.: U.S. Government Printing Office, 1971.

Output Indicator 53.

INTELLIGENCE TEST SCORES OF CHILDREN BY EDUCATION LEVEL OF PARENT

Sample of data: 1963-1965

Mean intelligence quotients

Children 6-11 years old	(by years of school completed by parent) Less than 5	5-7	8	9-11	12	13-15	16	17 or more
White - both sexes	85.8	92.9	97.9	99.8	103.9	108.7	110.0	112.0
Boys	86.8	95.4	98.3	101.0	105.4	110.7	112.9	112.8
Girls	84.7	90.5	97.6	98.5	102.3	106.6	106.6	111.1
Black - both sexes	83.0	85.8	86.2	88.2	92.6	95.0	97.8	96.6
Boys	83.2	86.3	88.4	88.4	92.4	95.7	99.6	98.9
Girls	82.8	85.1	84.8	87.9	92.7	93.8	94.8	95.8

Definition of Indicator:

Average scores and intelligence quotient on Wechsler Intelligence Scale (Vocabulary and Block Design subtests combined) by level of educational attainment of parent (father usually).

Source:

U.S. Department of Health, Education, and Welfare, Public Health Service. "Intellectual Development of Children by Demographic and Socioeconomic Factors." PHSP, series 11, No. 110. Washington, D.C.: U.S. Government Printing Office, 1971.

Frequency of Report:

One time only.

Geographic Divisions Shown:

National and four major regions.

Other Similar Data:

U.S. Department of Health, Education, and Welfare, Public Health Service. "School Achievement of Children by Demographic and Socioeconomic Factors." PHSP, series 11, No. 109. Washington, D.C.: U.S. Government Printing Office, 1971.

Output Indicator 54.

MEAN ACHIEVEMENT SCORES OF CHILDREN BY EDUCATION LEVEL OF PARENT

Sample of data: 1963 - 1965

Wide Range Achievement Test (WRAT) subtests	Years of school completed by parent Average raw WRAT scores of children							
	Less than 5 years	5 - 7 years	8 years	9 - 11 years	12 years	13 - 15 years	16 years	17 or more
All children								
Reading	39.4	45.6	49.9	49.8	53.6	55.9	59.4	61.4
Arithmetic	23.0	25.4	27.0	26.7	27.9	28.7	30.0	30.5
White								
Reading	40.6	47.9	51.1	51.4	54.3	56.2	59.6	61.1
Arithmetic	23.5	26.2	27.5	27.2	28.2	28.8	30.0	30.4
Black								
Reading	36.5	41.1	40.9	42.4	45.2	49.1	50.4	62.1
Arithmetic	21.6	23.8	23.4	24.4	24.9	27.2	27.6	29.2

Definition of Indicator:

Scores of children of both sexes, aged 6-11, on standardized reading and arithmetic subtests of the Wide Range Achievement Test, related to the years of school completed by parent (usually father) of the child taking the test.

Source:

U.S. Department of Health, Education, and Welfare, Public Health Service, National Center for Health Statistics. "School Achievement of Children by Demographic and Socioeconomic Factors." PHSP, Series 11, No. 109. Washington, D.C.: U.S. Government Printing Office, 1971.

Frequency of Report:

One time only.

Geographic Divisions Shown:

National and four major regions.

Other Similar Data:

U.S. Department of Commerce, Bureau of the Census. "School Enrollment, October 1970." Current Population Reports, Series P-20, No. 222. Washington, D.C.: U.S. Government Printing Office, 1971.

Output Indicator 55.

ACHIEVEMENT OF READING OBJECTIVES BY EDUCATION LEVEL OF PARENTS

Sample of data: 1970-71

Age at which test taken	Percentage difference from national median of children tested by education level of parents			
	No high school	Some H.S.	Completed H.S.	Beyond H.S.
9 years	- 8.0	-4.0	3.0	8.0
13 years	-16.0	-5.0	1.0	7.0
17 years	-14.0	-6.0	1.0	6.0
Adult	- 8.0	*	3.0	9.0

* No difference.

Definition of Indicator:

Percentage difference, by age group and parental education, from the national median percentage of successful exercises. Sample of data refers to the attainment of Reading Objective III: the ability to use what is read. This objective requires that respondents recall facts from a passage that is read without referring to that passage, to perform various tasks on the basis of what is read, and to demonstrate an ability to obtain information from a variety of non-textual materials.

Source:

Education Commission of the States. National Assessment of Educational Progress. "Report 02-R-00, Reading: Summary." Denver, Colorado: Education Commission of the States. May 1972.

Frequency of Report:

Approximately every 5 years; the next reading assessment test is planned for 1975-76.

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 56.

ACHIEVEMENT OF SCIENCE OBJECTIVES BY EDUCATION LEVEL OF PARENTS

Sample of data: 1969-70

Age at which test taken	Percentage difference from national median of children tested by education level of parents			
	No high school	Some H.S.	Completed H.S.	Beyond H.S.
9 years	-7.2	-4.8	0.6	5.8
13 years	-11.8	-6.2	-1.3	5.2
17 years	-8.4	-7.6	0.1	5.1
Adult	-7.9	-1.6	3.0	9.1

Definition of Indicator:

Median percentage differences between the performance of age groups, by parental education, and the national sample, on the achievement of science objectives in the National Assessment of Educational Progress.

Source:

Education Commission of the States. National Assessment of Educational Progress. "Report 7, Science Results B." Denver, Colorado: Education Commission of the States, 1971.

Frequency of Report:

Science assessment tests are planned for 1972-73 and 1977-78.

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 57.

ACHIEVEMENT OF CITIZENSHIP OBJECTIVES BY EDUCATION LEVEL OF PARENTS

Sample of data: 1969-70

Age at which test taken	Percentage difference from national median of children tested by education level of parents			
	No high school	Some H.S.	Completed H.S.	Beyond H.S.
9 years	-4.4	-2.2	1.5	5.0
13 years	-6.0	-3.0	1.8	7.2
17 years	-5.6	-5.5	3.1	7.9
Adult	-7.0	-1.5	1.8	6.8

Definition of Indicator:

Median percentage differences between the performance of age groups, by parental education, and the national sample, on the achievement of citizenship objectives in the National Assessment of Educational Progress. Differences are standardized by subtracting the mean of the median differences for the four parental education groups, from each median percentage difference.

Source:

Education Commission of the States. National Assessment of Educational Progress. "Report 9, Citizenship: Group Results B." Denver, Colorado: Education Commission of the States, May 1972.

Frequency of Report:

Approximately every 5 years; the next citizenship assessment test is planned for 1974-75.

Geographic Divisions Shown:

National.

Other Similar Data:

None.

Output Indicator 58.

SCHOOL BOND ISSUE VOTING PATTERNS

Sample of data: 1970-71

Selected States	Number of elections			Percent of dollar value approved
	Total	Approved	Failed	
United States	1,086	507	579	41.4
California	44	18	26	22.7
Illinois	93	48	45	48.2
Mississippi	4	-	4	-
New Jersey	68	28	40	29.0
Wisconsin	37	6	31	14.7

Definition of Indicator:

Results of elections on school bond financing issues.

Source:

U.S. Department of Health, Education, and Welfare, Office of Education. Bond Sales for Public School Purposes, 1970-71. Washington, D.C.: U.S. Government Printing Office, 1972.

Frequency of Report:

Annual.

Geographic Divisions Shown:

National and State.

Other Similar Data:

None.

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Output Indicators (continued from inside front cover)

29. Median Annual Income by Education Level for Age Groups
30. Family Income by Age and Education Level
31. Expenditures for Reading Material by Education Level
32. Expenditures for Reading by Income and Education Level
33. Expenditures for Education by Income and Education Level
34. Patterns of Expenditures for Reading Materials by Education Level
35. Consumption Patterns by Education Level
36. Quality of Diet by Education Level
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